

Philomath School District 17J

Student Investment Account

of the Oregon Student Success Act



Philomath School District
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Part 1: General Information

School Year: 2020 – 2021

School District Name: Philomath School District 17J

Institution ID: 1900

Webpage: <https://www.philomathsd.net/>

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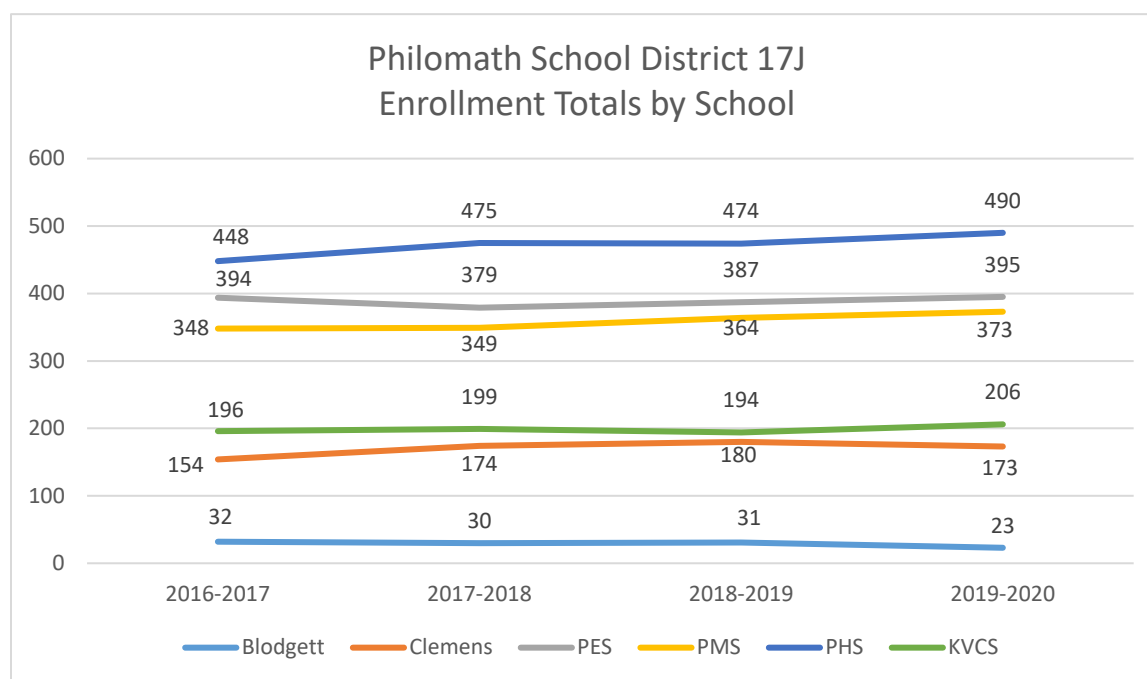
Phone Number: 541-929-3169

Part 2: Narrative

Located in Oregon's beautiful Willamette Valley, the Philomath School District serves approximately 1,600 students in Kindergarten through 12th grade. The school district operates six schools, two of which are located in the outlying communities of Blodgett and Kings Valley. School names and grade configurations consist of the following:

- Blodgett Elementary School (K-4th)
- Clemens Primary School (K-1st)
- Philomath Elementary School (2nd-5th)
- Philomath Middle School (6th-8th)
- Philomath High School (9th-12th)
- Kings Valley Charter School (K-12th)

During its years as a timber town, the population in the community of Philomath grew slowly to about 2,500 people; then the community experienced dramatic growth during the 1990s and into the twenty-first century. Most recent population counts are estimated at more than 4,700 people. The community is anticipating another increase in population with the recent approval to develop 536 new residences in the community, to include 184 affordable family homes; 10 Habitat for Humanity homes; and 342 apartment units. According to estimates from the Philomath Fire Department, these new developments allow for 26.8% estimated growth over the next few years. With this community growth, the Philomath School District anticipates an increase in our student population.



The student make-up of the Philomath School District is very homogenous. Throughout the district 9.05% of students identify with Hispanic ethnicity. Less than 1% of students are identified in the categories of Asian, Black, and Pacific Islander. American Indian/ Alaskan Native students make up 1.45% of student population while 6.45% identify as multi-racial. The largest racial category is represented by 90.47% of students identifying as white.

Additional student percentages in the district consist of the following:

Student Population	% of Students	Notes
Economically Disadvantaged	31.48%	Free & Reduced Lunch Count
English Learners	1.21%	
Homeless	1.15%	McKinney-Vento Designation
Section 504	4.95%	
Special Education	10.49%	

LBL Student Information System, Philomath SD Data, 02/18/2020.

According to community survey results, the community of Philomath has strong interest in seeing all student graduate from high school ready to enter college, university, trade school, and/or military service. This desire matches the district vision to “Graduate EVERY student and transition each into a job, training, or college”. The District posted a 90.30% four-year adjusted cohort graduation rate in 2018-2019.

Secondarily, based on the same survey results, the community wants to graduate students who are productive citizens. Students, staff, and community members believe that Philomath “employs awesome staff” and “looks out for student safety”. Students and parents believe that course options are open to all students in the district.

Over the course of the past 5-10 years, staff have noted a change in our student and family population. We have witnessed an increase in trauma-affected students along with students requiring behavioral and/or mental health supports. As an example of impact, Philomath Elementary School currently provides a sexual assault survivors group for elementary students, highly unlikely 10 years ago. Additionally, kindergarten students are coming to school less prepared for kindergarten. Our youngest students arrive with lower academic skills and a decreased ability to demonstrate skills of readiness to learn and be in school. Philomath SD has also seen an increase in suicidal ideation at all levels.

Exact need(s) or issue(s) SIA funding will address as outlined in your 3-year plan as it relates to the two purposes stated in the law.

Student data, as well as student, staff, and community input, has raised some clear priorities for the Philomath School District. These priorities include:

- Increasing behavior and/or mental health support for students;
- Providing additional learning opportunities for students;
- Addressing student fees to support participating in after-school programs; and
- Providing transportation for after-school activities.

Philomath SD recognizes the value of involving students and families in conversations about barriers to engagement and access to welcoming school environments.

Philomath SD also sees a need to increase the academic achievement of our elementary and middle school students. Although still above the state average in all content areas for all students, Oregon Statewide Assessment scores have primarily hovered in the same area for the past three academic years. Many identifiable sub-groups score significantly lower. As a result, the plan addresses the need for increased academic interventions for students in reading and mathematics at the K-8 levels. Philomath SD will build on RTIi (Response to Instruction and Intervention) already started at the elementary grade levels. Specialists will be available to support students with the greatest achievement and/or opportunity gaps. The plan also includes after-school opportunities for students to obtain assistance with their learning.

Data shows that students in all Philomath schools feel a sense of safety and support. While highly encouraging, as students seek support where they feel safest, this means that school staff are dealing with many more behavioral and mental health issues. To assist with these issues, Philomath SD proposes to add Behavior/ Mental Health support personnel at each school level. The District will also continue strengthening relationships with Benton County Mental Health and Trillium Family Services. Funds will provide opportunities for investment in research-based intervention materials as well as professional learning support for staff and community.

As this plan is built around the construct of equity, funds will also be available to continue our District responsibility to better understand and own this clear directive. Growing and refining our equity lens is integral to ongoing success.

Part 3: Community Engagement and Input

Overview of Community Engagement:

Ongoing stakeholder involvement has customarily come from individual school Site Councils and/or Parent Clubs. Consistent input is also provided from the Emerging Bilingual Advisory Committee (EBAC) and the Special Education Advisory Committee (SEAC). In anticipation of the CIP completion and the upcoming Student Success Act (SSA)/ Student Investment Account (SIA), the Philomath SD held a community forum on October 29, 2019.

Following submission of the Continuous Improvement Plan, stakeholders have continued to be involved in SIA planning. Students from Philomath High School and Philomath Middle School participated in focus groups specific to SIA priorities. The District also enlisted input from This information will result in changes to the CIP, as the plan may need to be updated.

Self-Assessment of Community Engagement:

If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process?

While an effort was made for community engagement with SIA plan development, we can improve in this area by being more strategic and creative with planning activities. Additionally, engagement strategies need to be more frequent, with resulting data being shared with stakeholders in a timely manner.

For one of the focus groups we were fortunate to host a gathering, provide the context and information about SIA and then follow up with a survey in Spanish. However, our other engagement strategies resulted in less input from other diverse populations. The partnership with Kings Valley Charter School has been very positive. The District understands the need to gather specific input from key partners and external service providers. We also need to broaden our reach to more student groups. AVID students helped greatly with input for this plan. Extending this reach will provide additional voice.

Philomath SD appreciates the input provided by staff, students, parents, and community members. It is our intent to spend these funds in ways that match the key, majority input.

What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

The largest barrier experienced involved time and staff availability to tabulate and share essential data in a timely manner. As we move into the future, a calendar of established forum and focus group dates will need to be established earlier in the planning process.

What relationships and/or partnerships will you cultivate to improve future engagement?

Philomath SD understands the need to coordinate directly with key service partners in the community. Such groups include the following:

- Benton County Mental Health;
- Emerging Bilingual Advisory Committee (EBAC);
- Linn Benton Lincoln Education Service District (LBL);
- Oregon School Employees Association (Philomath Chapter 64);
- Philomath Education Association;
- Philomath Service Clubs (Rotary, Lions, etc...);
- Philomath Youth Activities Club (PYAC);
- Special Education Advisory Committee (SEAC);
- Strengthening Rural Families (SRF); and
- Trillium Family Services.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements?

The greatest resource for a smaller district involves staffing to support collection, transcription, and sharing of collected data. The Philomath SD does not have specific data or communication personnel to assist in the planning process. We anticipate that these personnel issues will be the same for plan implementation. Any support available from ODE to assist with integrus implementation will be greatly appreciated.

The following community members/ groups were invited to be engaged in the following ways to gather plan input.

Member/Group	In-Person Forum	Focus Group	School Board	Survey	Newsletters	E-Mail
Students of Color				X	X	
Students with Disabilities (inc. 504)		X		X	X	
Students who are Emerging Bilinguals		X		X	X	
Students Navigating Poverty, Homelessness, and/or Foster Care		X		X	X	
Families of Students of Color	X			X	X	X
Families of Students with Disabilities	X	X		X	X	X

Member/Group	In-Person Forum	Focus Group	School Board	Survey	Newsletters	E-Mail
Families of Students who are Emerging Bilinguals	X	X		X	X	X
Licensed Staff	X		X	X	X	X
Classified Staff	X		X	X	X	X
Community-Based Organizations	X			X	X	
Tribal Members	X			X		
School Volunteers	X			X	X	
Business Community	X			X	X	
Community Leaders	X			X	X	

Evidence of Engagement:

The Philomath SD selected the artifacts that best reflect our requested input. These items display evidence of engaging students, families, and community. (See pp. 11-15)

1. Link to Philomath SSA Web Page
2. Sample Community Forum Input Document
3. Copy of Community Survey
4. PSD Community Forum Summary
5. AVID Student Engagement Data

Describe at least two **strategies** you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used.

The following were the primary strategies used to engage stakeholders related to priority projects for SIA funds. Strategies were selected due to the ability to capture the largest reach of input from the maximum amount of individuals.

1. Community Forum (10/29/2019)
2. Focus Groups
 - a. SEAC Update (01/07/2020)
 - b. AVID Students – Philomath Middle School (02/07/2020)
 - c. AVID Students – Philomath High School (02/12/2020)
 - d. Emerging Bilingual Advisory Committee (02/13/2020)
 - e. SEAC Update (03/03/2020)

3. Surveys

- a. Community Survey
- b. Emerging Bilingual Students and Families
- c. Special Education Advisory Committee Families
- d. Staff Survey (Licensed and Classified)

Student focus groups provided the opportunity to have a dialog with our students about their educational experience. The community survey email allowed us to gather information from a wide variety of people living in the Philomath community, in a timely manner.

Describe at least two activities you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used.

Student focus groups were held at both Philomath Middle and Philomath High Schools. Targeted questions focused on what students need to be successful and the barriers they feel keep them from attaining a high-quality education, prepared for college and/or career. The face-to-face conversation allowed us to provide the context (explaining the SSA opportunity) and to answer any questions.

Additionally, we presented the SIA process to the parents of our emerging bilingual students and our special education advisory parents, at their regular monthly meetings. This allowed the opportunity to provide the context of SIA, gather information from the parents and answer any questions.

Describe at least two strategies you executed to engage staff. Explain why those strategies were used.

1. Staff members at individual school sites have been reviewing student data throughout the school year. Staff members have been asked to look for areas in which we can celebrate improvement as well as looking for gaps in core instruction and interventions that need to be addressed. This strategy helps to focus staff members on the use of data to make informed decisions, allowing us to respond with purpose rather than simply reacting.

2. The Philomath Administrative Team meets every other week throughout the school year. Sharing SIA-specific information with all administrators at these meetings allows each school to get the most up-to-date information throughout the planning process. This strategy helps to divide the communication load across representatives from all schools helping to ensure that staff can remain informed.

Describe at least two activities you executed to engage staff. Explain why those strategies were used.

1. The original SIA Task Group, charged with planning and participation in the Community Forum, included both staff and community members. Administrative and licensed staff members participated, many leading conversations during the forum.
2. Licensed and classified staff throughout the district were provided with the opportunity to provide plan input through a survey. The link was shared with all via e-mail. The intent of the survey included a desire for the maximum amount of input possible in a format where staff could designate their own time to participate in the survey.



Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

Attempts at clear, widespread communication is an intricate process. What appears, on the surface, to be relatively simple is actually highly complex. Advanced scheduling and planning is essential to the success of gathering valid, actionable input. The majority of staff members highlighted student behavior/ mental health as a high priority need. Increasing numbers of staff members are wearing down from the increased load such issues put on a classroom. Staff also support additional support for the success of all students. This includes intervention and study supports for students as well as opportunities to engage in extra-curricular activities.

Some staff and community members have expressed concern about a seeming lack of transparency in planning. As Philomath goes through the planning process again next year for the upcoming biennium, we will be attentive to timely information gathering and sharing.

Engagement Examples:

1. Link to Philomath SSA Web Page: <https://www.philomathsd.net/about/student-success-act>
2. Sample Community Forum Input Document:
Similar documents for District, High School, Middle School, Elementary School, Kings Valley Charter School, and Other Stakeholders Team.

 DISTRICT TEAM			
 Feedback Form TEMPLATE Share your thinking and input on investing in our schools.			
STUDENT SUCCESS ACT			
OUR STUDENTS. OUR SUCCESS. Community Input Session [Date] [Time] [Location]			
Priority Area for Input	What is working well for students, schools, and educators?	What are challenges for students, schools, and educators?	What suggestions do you have for improvement?
1. Reducing Academic Disparities		Need more teachers with minority backgrounds Students with disabilities have lower scores typically. Analyze & Interpret Data. Need more staff with training to meet the needs of minorities and under served	SPED access to core programs Teachers need more supports to work with special ed or ELL students Sports take kids out of the class. Reduce time pulled out of class
2. Meeting Students' Mental & Behavioral Needs	Created rooms and spaces for behavior issues. Added IAs Counselors at all of the schools/mental health counselors Safe Oregon available for anonymous reporting	Behaviors that we are not able to meet the student needs Navigating the systems to access services for parents is a problem EISE has not been funded to provide services to assist students, so when they get to elementary they aren't able to cope Contracted staff are not able to deal to the level that really helps district staff and/or students	Have mental health counselors on staff Behavioral specialist at all three levels - district office needs to direct how this would look
3. Providing Access to Academic Courses	Attendance issues	Missing core classes with pull out Students with disabilities tend to have large breaks in certain subject areas	Alternate schedules. Maker spaces. Good relationships with teachers Reduce time pulled out of classes Interdisciplinary instruction Need to be able to mine data that will be beneficial. May need to hire a data analyst to work with staff.
4. Allowing teachers and staff to have sufficient time to collaborate, review data, and develop strategies to support students to stay on track to graduate	PHS has many electives. CTE classes. PL time. Classified need to be used more in the instructional process.	Students lose interest in not knowing how what they are learning applies to their lives Need more PL time and collaboration time without pulling teachers out of their class time with students.	Train teachers to use IAs more effectively. Maybe increase IA time Need data analysis. Formulate data. Need someone versed in data and statistics to work with teachers.
5. Establishing and Strengthening Partnerships	Food pantry is growing and providing for needy families. Met with Philomath community services Castle property and partnering with local forestry groups. Outdoor school has accommodated students with disabilities.	Long wait for mental health services. Need more transition opportunities for job opportunities.	Partnerships with Jackson Street, Benton county health would be good Expose students to job opportunities and partner with external businesses and organizations.
Other questions or comments about Student Success?			

3. Copy of Community Survey:

What is the Student Success Act?

The Student Success Act (SSA) marks a turning point for education in Oregon. The Philomath School District has the opportunity to receive additional supports for our students, staff, and schools.

Oregon's SSA supports activities focused on five key targets.

- Reducing academic disparities, addressing gaps between access and outcomes for different groups of students.
- Meeting the mental or behavioral health needs of students.
Providing equitable access to academic courses/ opportunities.
- Allowing teachers and staff sufficient time to collaborate, review data, and develop strategies to help students stay on track to graduate.
- Establishing and strengthening partnerships.

For additional information, go

to <https://www.oregon.gov/ode/StudentSuccess/Documents/SSA%20infographic%202019.pdf>

We Appreciate Your Input!

In order to help the Philomath School District decide how best to use these added resources, we appreciate you taking the opportunity to complete this survey. Input from staff, students, parents, and community members will enrich our decisions and resulting plan.

Other (please specify)

1. What is your greatest expectation for graduates of the Philomath School District? (Please check all that apply)

Graduates are ready to enter the workforce in a positive career path.

Graduates are ready to enter a college, university, trade school, and/or military service.

Graduates are productive citizens.

Graduates are independent thinkers, able to solve complex issues/ tasks.

Other (please specify)

2. What academic supports would help students succeed?

More Before and After School Programs

Smaller Class Sizes

Increased Electives at Philomath Middle School and/or

Philomath High School

Increased Credit Recovery Options at Philomath High School

Additional Staff to Support Student Success

Other (please specify)

3. How is the Philomath School District doing in the following areas?

	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations	N/A
Provides high quality education.				
Employs awesome staff.				
Looks out for student safety.				
Offers a rich array of course offerings.				
Maintains safe, functional, accessible school facilities.				
Educational opportunities open to ALL students; no barriers to access.				
Other (please specify)				

4. What do you believe are the greatest barriers to academic success for students? (Check all that apply)

- Available course/ class offerings.
- Transportation to and/or from school.
- Primary language.
- Cultural concerns.
- Food insecurity.
- Medical and/or mental health concerns.
- Home instability.
- Available staff support for extra academic help.
- Other (please specify)

5. What actions/ values are most important for the school district to prioritize focus. (#1 being most important; #6 being least important).

- Smaller class sizes.
- Support student mental or behavioral health needs.
- Reduce academic disparities.
- Ensure equitable access to educational opportunities.
- Strengthen partnerships.
- Allow staff sufficient time to collaborate for ongoing student success.

6. What programs, practices, or priorities should be considered in our schools to meet any unmet needs?

Open Response Question

7. I identify with the following demographics.

- Parent of K-5th Grade Student
- Parent of 6th Grade - 8th Grade
- Parent of 9th Grade - 12th Grade
- Current Student in the Philomath School District
- Philomath Community Member

4. PSD Community Forum Summary:

The Community Forum, with 50 participants, provided valuable information to inform the SIA Plan and budget. The feedback was divided by district, elementary, middle and high school, under each of the SIA priorities. Highlights of each priority:

To reduce academic disparities suggestions were made to improve intervention systems (elementary and middle), provide funding for after-school activities (middle), develop a stronger middle to high school transition program and increase community partnerships to support 9th on-track (high).

Suggestions made to address students' behavioral and/or mental health needs included increase support staff (all three levels), provide additional services for trauma-experienced students (elementary), a school-family liaison (middle) and dedicate a space for students to receive mental health support (high).

Under providing equitable access to academic courses participants suggested summer learning options with transportation (elementary school), increase electives and extended day activities (middle) increase tutoring and college credit opportunities (high).

To address teacher and staff collaboration, community feedback included increase RTI (elementary), provide interactive professional development (elementary), create a district office support position dedicated for data analysis (middle), increase IA support (middle), allow time for vertical alignment, develop a data analysis team and provide opportunities for teacher peer observations (high).

Feedback for establishing and strengthening partnerships included an IA in every classroom (elementary), improve communication to stakeholders (elementary), OSU college credits, have parents more involved, develop an internship program (middle) and develop a local career day, along with increased partnerships with WOU and OSU (high).

One option raised that was not prioritized consisted of support for our 18-21 year old students with special education needs. In reviewing our priorities for special education transition students, our low student numbers suggest that we seek partnerships with other districts and/or providers to support current programming.

5. AVID Student Engagement Data:

SIA Student Focus Groups

Philomath SD

1. What is your greatest expectation for graduates of the Philomath School District--rank from 1 to 5, five being most important

100	Be ready to enter a career path
106	Be ready to enter a college, university, trade school, and/or the military
77	Be a productive citizen
84	Be an independent thinker
	Other

2. What academic supports would help you succeed between now and your graduation from high school?

18	More before and after school programs
18	Smaller class sizes
17	Increased electives available
14	More credit recovery options
13	More staff support to help meet my needs
	Other

3. How is our school district doing in the following areas: (exceed, meet or does not meet my expectations)

E=12; M=17; N=0	Provide a high-quality education
E=14; M=12; N=3	Employ awesome staff
E=12; M=17; N=0	Look out for my safety
E=4; M=21; N=4	Provide a rich array of extra-curricular activities
E=4; M=21; N=4	Provide a rich array of course offerings
E=4; M=22; N=3	Maintain safe, functional, and accessible school facilities

4. What do you believe are the greatest barriers to academic success for students?

70	Unstable housing
97	Transportation concerns
56	Language barrier
86	Medical and/or mental health concerns
4	Other: Stress/ Anxiety

5. All opportunities at our school are available and accessible by all students? If not, what activities are not available for which students?

True = 16

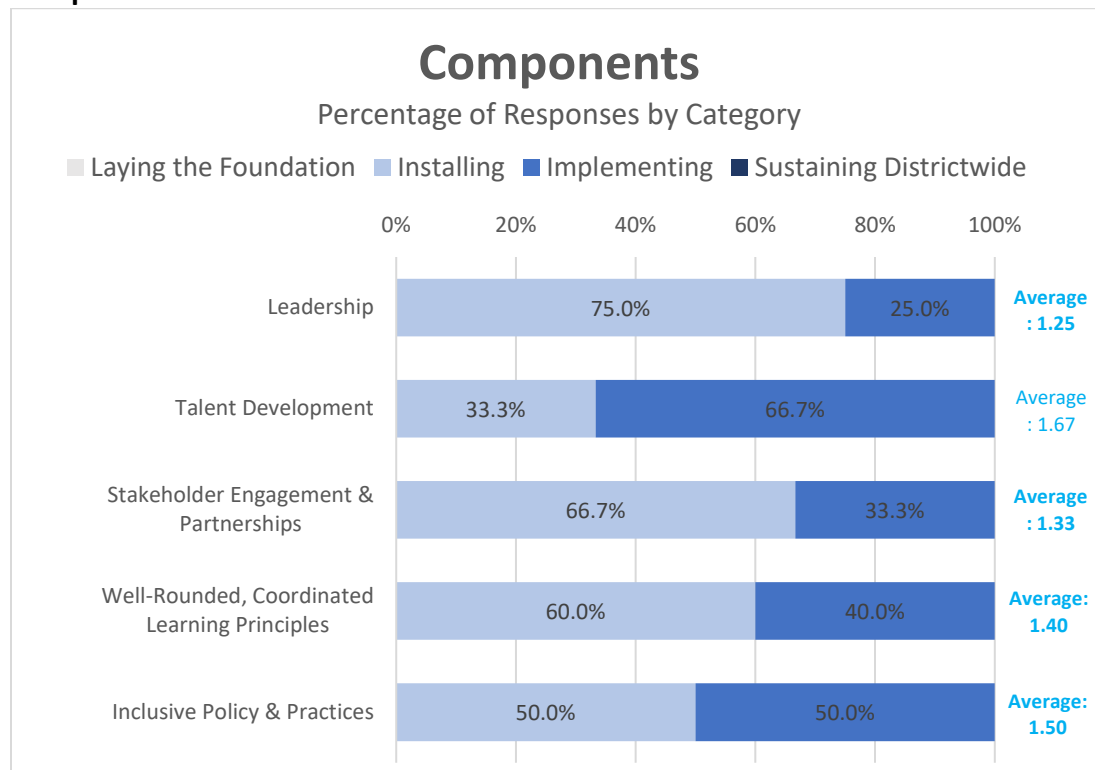
False = 11 (Student fees and transportation)

6. What actions/values are most important for the school district to demonstrate?
- 10 Kindness
 - 3 Safety
 - 3 Respect
 - 2 Longer Breaks
 - 2 Cost of Programs
 - 2 Empathy
7. How can district and/or school programs and practices be improved?
- 5 Longer Lunch Break
 - 3 Better/ Cleaner Gym
 - 5 Improved Planning for Activities (times overlap and limit participation)
 - 3 More Sports
 - 3 Cleaner Gym Floor
 - 3 Scholarship for Activities
8. What programs, practices or priorities should be added to meet unmet needs?
- 5 Foreign Language Classes
 - 2 More Electives
 - 2 Full-Year Volleyball and Basketball
 - 2 Coding Program/ Summer Program
9. If you had an opportunity to redesign the educational experience in Philomath, what would you change?
- 4 Transportation for Extra-Curricular Activities
 - 3 Robotics and Other Clubs
 - 4 Longer Breaks
 - 4 Less Homework
 - 2 Block Schedule—longer class periods with fewer classes per day
 - 3 More Electives

Part 4: Data Analysis

Philomath SD used a number of data sources to analyze student, school, and district need. Information from the District Continuous Improvement Plan (CIP) assisted with the analysis of data.

Comprehensive Needs Assessment:



Completed 09/23/2019.

- What data did our team examine?

The team examined the following data, including disaggregation where appropriate:

- Student Enrollment;
- Student Attendance;
- Student Behavior;
- Student Grades/ Proficiency;
- Student Assessment (State, District, and School);
- Kindergarten Readiness;
- Technology Literacy;
- High School Freshman On-Track;
- High School Graduation;
- Staff Longevity and Assignment;
- Staff Attendance;
- Staff PL Participation;
- Educator Effectiveness;
- Staff Professional Development Units (PDU); and
- District and School Comprehensive Needs Assessment.

- How does the data inform equity-based decision-making?

Review of data helps ensure that limited student success is not the result of institutional barriers, systemic barriers, and/or discriminatory practices. In a smaller district, the often smaller groups of traditionally underserved students can be hard to distinguish. For instance, Philomath does not have a breadth of differing racial and ethnic groups. As a more homogenous community, especially with regard to race and ethnicity, the Philomath School District opts to recognize we owe all of our students the opportunity and understanding of what it means to be successful in a global society. A global society requires the ability for work with all races, ethnicities, and genders.
- Which needs will become priority improvement areas?

Established PSD priorities in the following areas:

 - AVID (Advancement Via Individual Determination)
 - Hired AVID Coordinator for Philomath School District.
 - Commitment to sending K-12 teachers to AVID training.
 - Establishing time for AVID professional learning modules throughout school year.
 - RTIi (Response to Instruction and Intervention)
 - Hired two RTIi TOSA leaders (K-5) to focus on student support, intervention, and acceleration.
 - Implementation of research-based interventions (specific to literacy at this time).
 - Social Emotional Learning
 - Commitment to maintaining trained school counselors throughout the district.
 - Commitment to development of Behavior Classroom at Philomath Elementary School.
 - Commitment to educating students and staff about emotional regulation, safety, and supports.

Part 5: SIA Plan (including Equity Lens)

Outcomes (as written in Continuous Improvement Plan):

1. All students will be capable and competent readers, writers, listeners, and speakers demonstrating confidence in literacy knowledge and skill.
2. All students will be competent and capable mathematics problem-solvers demonstrating confidence in making sense of a task, representing and solving a task, communicating reasoning, accuracy, and reflecting/ evaluating.
3. All staff members will actively participate in on-going, high-quality professional learning opportunities.
4. All school community members will feel part of a positive, supportive, safe learning environment that promotes respect, trust, and responsible decision-making.

Outcome Targets:

ODE Required Data Targets	Philomath Identified Data Targets
• Attendance (K-12)	• 8 th Grade Math
• 3 rd Grade Reading	• 7 th Grade Reading
• 9 th Grade On-Track	• 5 th Grade Math
• 4-Year Graduation Rate	• 4 th Technology Literacy
• 5-Year High School Completion Rate	• Social Emotional Learning (K-12)

Strategies and Activities:

Strategies and activities are listed under each goal/ outcome statement shown below. The format mirrors the PSD Continuous Improvement Plan (CIP) as the District wants to maintain consistency across plans.

Table key for each strategy are as follows:

Purpose: the two defined purposes for SIA funds.

- 1) Meet students' mental and behavioral **health** needs.
- 2) Increase **academic** achievement and reduce academic disparities.

Category: allowable investments for SIA funds.

- H&S Improving Student Health & Safety
- IIT Increased Instructional Time
- OCG Ongoing Community Engagement
- RCS Reducing Class Size
- WRE Well-Rounded Education
- ADMIN Administrative Indirect Costs

Priority (ies): areas of input provided to inform SIA expenses.

- 1) Reducing academic disparities (gaps between outcomes for different student groups);
- 2) Meeting students' mental and behavioral health needs;
- 3) Providing access to academic courses;
- 4) Allowing teachers and staff sufficient time to collaborate, review data, and develop strategies to help students stay on track to graduate; and
- 5) Establishing and strengthening partnerships.

Goal #1:

All students will be capable and competent readers, writers, listeners, and speakers demonstrating confidence in literacy knowledge and skill.

ORIS Domains Alignment:

- ✓ Leadership
- ✓ Talent Development
- Stakeholder Development & Partnership
- ✓ Well-Rounded, Coordinated Learning
- ✓ Inclusive Policy and Practice (5.2)

Strategy #1.1:

If the district and schools provide **quality, core instructional materials**,
Then teachers will plan together to maximize core instruction with fidelity,
Allowing students access to meet performance targets.

Outcome Measures:

Increase the number of students achieving specific growth targets and reduce academic disparities among student groups, as measured by EasyCBM, Star 360, and/or Oregon Statewide Assessment English Language Arts scores.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Establish School Literacy Committee (K-5) (Purpose, Routines, & Schedule)	Abby Couture (CPS) Susan Halliday (BES & PES)	August 2020	Quarterly Meetings	Academic	WRE	1, 3	General Fund
Update K-12 Vertical Articulation Plan for Literacy (inc. instructional material adoption plans).	Rebecca Chitkowski (PHS)	December 2020		Academic	WRE	1, 3	General Fund

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
After-School Tutorial Support	Admin. Team	September 2020 Hire	2-0.40 FTE Teachers 4-0.40 FTE IA <ul style="list-style-type: none"> • Secondary • Elementary 	Academic	IIT	1, 5	\$48,000.00 \$48,000.00 SIA Funds

Strategy #1.2:

If schools provide *adequate core instructional minutes*,
Then teachers will ensure student access to core academic content,
Allowing students to access learning in targeted areas of need.

Outcome Measures:

Increase the number of students achieving specific growth targets and reduce academic disparities among student groups, as measured by EasyCBM, Star 360, and/or Oregon Statewide Assessment English Language Arts scores.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Continued Implementation of AVID Literacy Strategies (inc. AVID Tutors)	Denee Newton (PSD AVID Coordinator)	Ongoing	Also included in Goal #2	Academic	IIT	1, 3	\$25,000.00 SIA Funds
Expand AVID Elective Classes	Denee Newton (PSD AVID Coordinator)	August 2020	Add Junior Class	Academic	IIT	1, 3	General Fund
Bridge Summer Learning Opportunity <ul style="list-style-type: none"> 8th to 9th Grade (Measure 98 Funds) 5th to 6th Grade (SIA Funds) 	Admin. Team	Summer 2020 Summer 2021	Implement Plan in 2020-2021 <ul style="list-style-type: none"> Coordinator Teachers (3) IA's (3) 	Academic	WRE	1, 3	Measure 98 \$23,000.00 SIA Funds
Implement Freshman Success Class	Dan Johnson (HS Success Coordinator & Alt Learning)	2019-2020 Implement Ongoing	Philomath High School	Academic	WRE	1, 3	General Fund

Strategy #1.3:

If schools provide support services from *Teachers on Special Assignment (TOSA)/ Instructional Coaches*,
Then teachers will get needed support working with struggling students,
Allowing students to demonstrate growth in targeted areas of need.

Outcome Measures:

Increase the number of students achieving specific growth targets and reduce academic disparities among student groups, as measured by EasyCBM, Star 360, and/or Oregon Statewide Assessment English Language Arts scores.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Addition of Specialist Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.	Steve Bell (PMS)	July 2020 Hire	1.0 FTE Literacy Teacher/ Instructional Coach (Philomath Middle School)	Academic	IIT	1	\$65,000.00 SIA Funds
Addition of Support Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.	Steve Bell (PMS)	July 2020 Hire	1.0 FTE Instructional Assistant (Philomath Middle School)	Academic	IIT	1	\$30,000.00 SIA Funds
Addition of Support Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.	Lyn Kawai (ELD Teacher) Krista McGuyer (PSD Special Programs)	July 2020 Hire	1.0 FTE ELD Instructional Assistant (K-12)	Academic	IIT	1, 3	\$30,000.00 SIA Funds

Strategy #1.4:

If the schools provide *quality, evidence-based intervention and enrichment materials and/or environments*,
 Then teachers will utilize materials to meet targeted areas of strength and need,
 Allowing students to make academic gain at an individual rate and level.

Outcome Measures:

Increase the number of students achieving specific growth targets and reduce academic disparities among student groups, as measured by EasyCBM, Star 360, and/or Oregon Statewide Assessment English Language Arts scores.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Targeted intervention, classroom supports, and enrichment for all students.	Steve Bell (PMS)	August 2020 Ongoing	ORTli Model	Academic	WRE	1	General Fund (Also see 1.3 above)
Targeted intervention, classroom supports, and enrichment for all students.	Molly Bell (PES) K'Lynn Coleman (CPS) Diane Priewe (BES)	Ongoing	ORTli Model	Academic	WRE	1	Title I-A ORTli Cadre #11 General Fund
Implement Tier 3 Interventions and Individual Problem Solving (IPS) Protocols	RTli Team (BES, CPS, & PES)	November 2020	ORTli Model	Academic	IIT	1	Title I-A ORTli Cadre #11 General Fund
Purchase Literacy Intervention Materials	Admin. Team (K-12)	Ongoing Research and Purchase		Academic	WRE	1	\$50,000.00 SIA Funds
Increased Access to Technology	Rob Singleton (PSD Technology)	July 2020	Infrastructure Chromebook Carts	Academic	WRE	1, 3	E-Rate General Fund SIA "Plan B"

Additional Year Activities:

2021 – 2022 School Year	2022 – 2023 School Year
Instructional Materials Adoption Determination	Instructional Materials Purchase for ELA
After-School Tutorial Support	After-School Tutorial Support
Implementation of AVID Literacy Strategies (inc. AVID Tutors)	Implementation of AVID Literacy Strategies (inc. AVID Tutors)
Expand AVID Elective Classes – Seniors	Maintain AVID Elective Classes
Bridge Summer Learning Opportunity <ul style="list-style-type: none"> • 8th to 9th Grade (Measure 98) • 5th to 6th Grade (SIA) • 1st to 2nd Grade (SIA) 	Bridge Summer Learning Opportunity <ul style="list-style-type: none"> • 8th to 9th Grade (Measure 98) • 5th to 6th Grade (SIA) • 1st to 2nd Grade (SIA)
Maintain Freshman Success Class	Maintain Freshman Success Class
Maintain Specialist Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.	Maintain Specialist Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.
Maintain of Support Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.	Maintain of Support Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.
Targeted intervention, classroom supports, and enrichment for all students.	Targeted intervention, classroom supports, and enrichment for all students.
Implement Tier 3 Interventions and Individual Problem Solving (IPS) Protocols	Implement Tier 3 Interventions and Individual Problem Solving (IPS) Protocols
Purchase Technology to Assist with Interventions	Review and Purchase Additional Literacy Intervention Supports

Goal #2:

All students will be competent and capable mathematics problem-solvers demonstrating confidence in making sense of a task, representing and solving a task, communicating reasoning, accuracy, and reflecting/ evaluating.

ORIS Domains Alignment:

- ✓ Leadership
- ✓ Talent Development
- Stakeholder Development & Partnership
- ✓ Well-Rounded, Coordinated Learning
- ✓ Inclusive Policy and Practice

Strategy #2.1:

If the district and schools provide **quality, core instructional materials**,
Then teachers will plan together to maximize core instruction with fidelity,
Allowing students access to meet performance targets.

Outcome Measures:

Increase the number of students achieving specific growth targets and reduce academic disparities among student groups, as measured by EasyCBM, Star 360, and/or Oregon Statewide Assessment Mathematics scores.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Establish School Math Committee (K-5) (Purpose, Routines, & Schedule)	Abby Couture (CPS) Susan Halliday (BES & PES)	August 2020	Quarterly Meetings	Academic	WRE	1, 3	General Fund
Update K-12 Vertical Articulation Plan for Math (inc. instructional material adoption plans).	Rebecca Chitkowski (PHS)	December 2020	Math Articulation Team	Academic	WRE	1, 3	General Fund

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Investigate 2020 High School Math Standards Project	Rebecca Chitkowski (PHS) PHS Math Team	Ongoing (Until Fully Implemented)		Academic	WRE	1, 3	General Fund
Plan High School Cross-Curricular Credit Attainment	PHS Admin. PHS Math Team	2020-2021 School Year	CTE and Core Math	Academic	IIT	1, 3	General Fund CTE Funds
Purchase of Instructional Materials for Math	PMS Admin. PMS Math Team	July 2020	Philomath Middle School	Academic	WRE	1	General Fund SIA “Plan B”
After-School Tutorial Support	Admin. Team	September 2020 Hire	2-0.40 FTE Teachers 4-0.40 FTE IA • Secondary • Elementary	Academic	IIT	1, 5	See 1.1 SIA Funds (\$96,000.00)

Strategy #2.2:

If schools provide *adequate core instructional minutes*,
 Then teachers will ensure student access to core academic content,
 Allowing students to access learning in targeted areas of need.

Outcome Measures:

Increase the number of students achieving specific growth targets and reduce academic disparities among student groups, as measured by EasyCBM, Star 360, and/or Oregon Statewide Assessment Mathematics scores.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Continued Implementation of AVID Literacy Strategies (inc. AVID Tutors)	Denee Newton (PSD AVID Coordinator)	Ongoing	Also included in Goal #1	Academic	IIT	1, 3	\$25,000.00 SIA Funds
Expand AVID Elective Classes	Denee Newton (PSD AVID Coordinator)	August 2020	Add Junior Class	Academic	IIT	1, 3	General Fund
Bridge Summer Learning Opportunity <ul style="list-style-type: none"> 8th to 9th Grade (Measure 98 Funds) 5th to 6th Grade (SIA Funds) 	Admin. Team	Summer 2020 Summer 2021	Implement Plan in 2020-2021 <ul style="list-style-type: none"> Coordinator Teachers (3) IA's (3) 	Academic	WRE	1, 3	See 1.2 SIA Funds (\$23,000.00)
Implement Freshman Success Class	Dan Johnson (HS Success Coordinator & Alt Learning)	2019-2020 Implement Ongoing	Philomath High School	Academic	WRE	1, 3	General Fund

Strategy #2.3:

If schools provide support services from *Teachers on Special Assignment (TOSA)/ Instructional Coaches*,
Then teachers will get needed support working with struggling students,
Allowing students to demonstrate growth in targeted areas of need.

Outcome Measures:

Increase the number of students achieving specific growth targets and reduce academic disparities among student groups, as measured by EasyCBM, Star 360, and/or Oregon Statewide Assessment Mathematics scores.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Addition of Specialist Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.	Steve Bell (PMS) Susan Halliday (PES)	July 2020 Hire	2-1.0 FTE Math Teacher/ Instructional Coach (Philomath Elementary and Philomath Middle Schools)	Academic	IIT	1	\$130,000.00 SIA Funds
Addition of Support Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.	Steve Bell (PMS) Susan Halliday (PES)	July 2020 Hire	2-1.0 FTE Instructional Assistant (Philomath Elementary and Philomath Middle Schools)	Academic	IIT	1	\$60,000.00 SIA Funds
Addition of Support Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.	Lyn Kawai (ELD Teacher) Krista McGuyer (PSD Special Programs)	July 2020 Hire	1.0 FTE ELD Instructional Assistant (K-12)	Academic	IIT	1, 3	See 1.3 SIA Funds (\$30,000.00)

Strategy #2.4:

If the schools provide *quality, evidence-based intervention and enrichment materials and/or environments*,
 Then teachers will utilize materials to meet targeted areas of strength and need,
 Allowing students to make academic gain at an individual rate and level.

Outcome Measures:

Increase the number of students achieving specific growth targets and reduce academic disparities among student groups, as measured by EasyCBM, Star 360, and/or Oregon Statewide Assessment Mathematics scores.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Targeted intervention, classroom supports, and enrichment for all students.	Admin. Team	August 2020 Ongoing	ORTli Model	Academic	WRE	1	General Fund (Also see 2.3 above)
Implement Tier 3 Interventions and Individual Problem Solving (IPS) Protocols	RTli Team (BES, CPS, & PES)	November 2020	ORTli Model	Academic	IIT	1	General Fund
Purchase Mathematics Intervention Materials	Admin. Team (K-12)	Ongoing Research and Purchase		Academic	WRE	1	\$50,000.00 SIA Funds
Increased Access to Technology	Rob Singleton (PSD Technology)	July 2020	Infrastructure Chromebook Carts	Academic	WRE	1, 3	E-Rate General Fund SIA "Plan B"

Additional Year Activities:

2021 – 2022 School Year	2022 – 2023 School Year
Implement 2020 High School Math Standards	Implement 2020 High School Math Standards
Begin Implementing High School Cross-Curricular Credit	Implement High School Cross-Curricular Credit
After-School Tutorial Support	After-School Tutorial Support
Implementation of AVID Literacy Strategies (inc. AVID Tutors)	Implementation of AVID Literacy Strategies (inc. AVID Tutors)
Expand AVID Elective Classes – Seniors	Maintain AVID Elective Classes
Bridge Summer Learning Opportunity <ul style="list-style-type: none"> • 8th to 9th Grade (Measure 98 Funds) • 5th to 6th Grade (SIA Funds) • 1st to 2nd Grade (SIA Funds) 	Bridge Summer Learning Opportunity <ul style="list-style-type: none"> • 8th to 9th Grade (Measure 98 Funds) • 5th to 6th Grade (SIA Funds) 1st to 2nd Grade (SIA Funds)
Maintain Freshman Success Class	Maintain Freshman Success Class
Maintain Specialist Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.	Maintain Specialist Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.
Maintain Support Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.	Maintain Support Staff to focus on provision of targeted intervention, classroom supports, and use of data to inform action.
Targeted intervention, classroom supports, and enrichment for all students.	Targeted intervention, classroom supports, and enrichment for all students.
Implement Tier 3 Interventions and Individual Problem Solving (IPS) Protocols	Implement Tier 3 Interventions and Individual Problem Solving (IPS) Protocols
Increased Access to Technology	Review and Purchase Additional Math Intervention Supports

Goal #3:

All staff members will actively participate in on-going, high-quality professional learning opportunities.

ORIS Domains Alignment:

- ✓ Leadership
- ✓ Talent Development
- ✓ Stakeholder Development & Partnership
- ✓ Well-Rounded, Coordinated Learning
- ✓ Inclusive Policy and Practice

Strategy #3.1:

If the district and schools provide *ongoing, high-quality professional learning opportunities*,
Then staff members will learn essential knowledge and skill,
Allowing students access to enriched learning opportunities.

Outcome Measures:

Increase staff member application of information acquired through professional learning opportunities, as measured by classroom walk-throughs.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Regional Conference support for CTE Instructors	CTE Teachers	April 2020		Academic	WRE	4	CTE Funds
Continue key professional learning opportunities in high-stakes areas: <ul style="list-style-type: none">• Assessment Tools (EasyCBM & STAR 360)• AVID• Equity• Instructional Materials (Including Interventions)• RTII	Admin. Team	Ongoing		Academic	WRE	4	General Fund General Fund \$10,000.00 (SIA) \$19,883.44 (SIA) \$20,000.00 (SIA Funds)

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Continue key professional learning opportunities in high-stakes areas: <ul style="list-style-type: none"> • SEL & Trauma 	Admin. Team	Ongoing		Health	H&S	4	\$20,000.00 (SIA Funds)
Plan for provision of districtwide PL for Equity	PSD Equity Team	Ongoing		Academic	WRE	1, 4	\$5,000.00 (SIA Funds)

Strategy #3.2:

If the district and schools provide *time for ongoing, high-quality professional learning opportunities*,
 Then staff members utilize focused time for participation,
 Allowing students the benefit of a more focused learning environment.

Outcome Measures:

Increase staff member opportunities to participate in appropriate professional learning opportunities, as measured by meeting minutes from professional learning time.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Continue PSD ongoing PL plan for weekly professional learning.	Admin. Team	Ongoing		Academic	WRE	1	General Fund
Equity Team Meetings	PSD Equity Team	Ongoing	Monthly Meetings	Academic	WRE	1, 4	\$8,000.00 (SIA Funds)

Strategy #3.3:

If the district and schools provide *differentiated professional learning opportunities*,
 Then staff members will receive targeted supports,
 Allowing students the benefit of a more focused learning environment.

Outcome Measures:

Increase staff member opportunities to participate in appropriate professional learning opportunities, as measured by meeting minutes from professional learning time.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Continue PSD ongoing PL plan for weekly professional learning.	Admin. Team	Ongoing		Academic	WRE	1	General Fund

Strategy #3.4:

If the district and schools request **staff accountability for professional learning opportunities**,
 Then staff members be more likely to engage in learning,
 Allowing students the benefit of access to highly-trained staff members.

Outcome Measures:

Increase staff member opportunities to participate in appropriate professional learning opportunities, as measured by meeting minutes from professional learning time.

Increase the number of students achieving specific growth targets and reduce academic disparities among student groups, as measured by EasyCBM, Star 360, and/or Oregon Statewide Assessment scores.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Begin development of tool to assess effectiveness of professional learning on classroom practice and student achievement.	Admin Team	August 2020 (Begin)		Academic	WRE	4	General Fund

Additional Year Activities:

2021 – 2022 School Year	2022 – 2023 School Year
Regional Conference support for CTE Instructors	Regional Conference support for CTE Instructors
Continue key professional learning opportunities in high-stakes areas	Continue key professional learning opportunities in high-stakes areas
Provide districtwide Equity PL	Evaluate future Equity PL
Continue PSD ongoing PL plan for weekly professional learning.	Continue PSD ongoing PL plan for weekly professional learning.
Equity Team Meetings	Equity Team Meetings
Implement tool to assess effectiveness of professional learning on classroom practice and student achievement.	Monitor ongoing assessment of effectiveness of professional learning on classroom practice and student achievement.
Provide additional differentiated PL	Provide additional differentiated PL

Goal #4:

All school community members will feel part of a positive, supportive, safe learning environment that promotes respect, trust, and responsible decision-making.

ORIS Domains Alignment:

- ✓ Leadership
- ✓ Talent Development
- ✓ Stakeholder Development & Partnership
- ✓ Well-Rounded, Coordinated Learning
- ✓ Inclusive Policy and Practice

Strategy #4.1:

If the district and schools *provide lessons and opportunities related to Social Emotional Learning (SEL) and safety*,

Then staff will use the same approaches when working with students,

Allowing all students to improve attendance and receive quality instructional time.

Outcome Measures:

Increase the number of students demonstrating appropriate engagement in school, as measured by student attendance and behavior data.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
After-School Transportation (K-12)	Admin Team MidCo Bus	September 2020	5:30pm Route	Academic	H&S	1	\$40,000.00 (SIA Funds)
Eliminate Athletic Participation Fees	PHS Admin PMS Admin	August 2020	PMS and PHS	Academic	WRE	1, 2	\$90,000.00 (SIA Funds)
Eliminate Drama Participation Fees	PMS Admin	December 2020	Philomath Middle School	Academic	WRE	1, 2	\$8,500.00 (SIA Funds)
Addition of After-School Drama Program	PES Performing Arts	April 2021 Performance		Academic	WRE	1, 2	\$6,000.00 (SIA Funds)

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Refinement of Weekend Food Pack Program	PSD Counselors	Ongoing	K-12	Health	H&S	1, 2	Grant Funds Community Donations

Strategy #4.2:

If the schools provide *quality, evidence-based intervention and enrichment materials and/or environments*,
Then teachers will utilize materials to meet targeted areas of strength and need,
Allowing students access to continue making academic gain at an individual rate and level.

Outcome Measures:

Increase the number of students demonstrating appropriate engagement in school, as measured by student attendance and behavior data.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Review and update school discipline policies and procedures	Admin Team School Board	June 2021	K-12	Health	H&S	2	General Fund
Research Behavior Tracking System to measure social emotional learning in PK-8 th grade. (Indicator of academic success and attendance).	PBIS Teams	Summer 2021	DESSA (Example)	Health	H&S	2	General Fund
Purchase SEL Intervention Materials	PSD Counselors & Behavior Staff	November 2020		Health	H&S	2	\$10,000.00 (SIA Funds)

Strategy #4.3:

If schools provide ***additional staffing (e.g., School Counselors, Intervention Coaches, Family Support Liaison, School-Based Therapists)***,

Then teachers will get needed support when working with struggling students,

Allowing students to demonstrate growth in targeted areas of functional and behavioral need.

Outcome Measures:

Increase the number of students demonstrating appropriate engagement in school, as measured by student attendance and behavior data.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Add Behavior, Counselor, and/or Mental Health Staff	Admin. Team	July 2020	1.0 FTE (CPS) 1.0 FTE (PES) 1.0 FTE (PMS) 1.0 FTE (PHS)	Health	H&S	2	\$260,000.00 (SIA Funds)
Provide Family Support Liaison to support students and families in need	Admin. Team	2019 Hire	1.0 FTE	Health	H&S	1, 2	LBL Tier 2 Funds
Maintain partnerships with <ul style="list-style-type: none"> • Benton County Mental Health • Old Mill Center • Trillium Family Services 	Admin. Team	Ongoing		Health	H&S	2, 5	Agency Funds

Strategy #4.4:

If the district and schools provide ***proactive SEL and life-long learning instruction to all students***,
 Then staff will use common lessons in all classrooms,
 Allowing all students to be caring, considerate, and supportive friends and learners.

Outcome Measures:

Increase the number of students demonstrating appropriate engagement in school, as measured by student attendance and behavior data.

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Implement the <i>Great Kindness Challenge</i>	PSD Counselors	Annually		Health	H&S	2	General Fund
Implement PBIS supports across schools	PBIS Committees PSD Counselors	Ongoing		Health	H&S	2	General Fund
Pilot <i>Peaceful Schools Program</i> , supported by Rotary and led with support from PHS students	PHS Child Development CPS Admin	Spring 2020 Fall 2020	Pilot with 1 st Grade Students	Health	H&S	2, 5	General Fund Rotary Funds
Continued implementation of positive recognition opportunities for students.	Admin. Team	Ongoing		Academic Health	WRE	1, 2	General Fund
Develop system for tracking positive interactions with students	Individual Schools	December 2020		Academic Health	WRE	1, 2	General Fund

2020-2021 Activities	Who	When	Notes	Purpose	Category	Priority	Budget
Increase number of school-based support opportunities (groups and/or clubs) to support social and emotional health of students (e.g., Girls Circle, Boys Council).	Administrators Counselors Community Partners	Ongoing		Health	H&S	2, 5	General Fund
Increase parent and community involvement.	Admin Team	Ongoing		Academic	WRE	1, 5	General Fund
Increase Project-Based Learning opportunities for students	School Admin	Ongoing	Secondary Emphasis	Academic	WRE	1, 3	General Fund Measure 98
Hire CTE Liaison to secure internships and job-shadowing opportunities for students.	PHS Admin	February 2020	PHS	Academic	WRE	1, 5	General Fund Measure 98 High School Success

Additional Year Activities:

2021 – 2022 School Year	2022 – 2023 School Year
After-School Transportation (K-12)	After-School Transportation (K-12)
Eliminate Athletic Participation Fees	Eliminate Athletic Participation Fees
Eliminate Drama Participation Fees	Eliminate Drama Participation Fees
After-School Drama Program	After-School Drama Program
Refinement of Weekend Food Pack Program	Refinement of Weekend Food Pack Program
Implement Behavior Tracking System to measure social emotional learning in PK-8 th grade. (Indicator of academic success and attendance).	Implement Behavior Tracking System to measure social emotional learning in PK-8 th grade. (Indicator of academic success and attendance).
Evaluate SEL intervention materials	Purchase additional SEL interventions as might be needed
Maintain Behavior, Counselor, and/or Mental Health Staff	Maintain Behavior, Counselor, and/or Mental Health Staff
Provide Family Support Liaison to support students and families in need	Provide Family Support Liaison to support students and families in need
Maintain partnerships with <ul style="list-style-type: none"> • Benton County Mental Health • Old Mill Center • Trillium Family Services 	Maintain partnerships with <ul style="list-style-type: none"> • Benton County Mental Health • Old Mill Center Trillium Family Services
Implement the <i>Great Kindness Challenge</i>	Implement the <i>Great Kindness Challenge</i>
Implement PBIS supports across schools	Implement PBIS supports across schools
Implement <i>Peaceful Schools Program</i> , supported by Rotary and led with support from PHS students	Consider expanding <i>Peaceful Schools Program</i> , supported by Rotary and led with support from PHS students
Continued implementation of positive recognition opportunities for students.	Continued implementation of positive recognition opportunities for students.
Implement system for tracking positive interactions with students	Implement system for tracking positive interactions with students
Explore additional therapeutic activities available for students (i.e., school garden, cooking, Arts/ Drama, etc...)	Implement additional therapeutic activities available for students (i.e., school garden, cooking, Arts/ Drama, etc...)

2021 – 2022 School Year	2022 – 2023 School Year
Offer school-based support opportunities (groups and/or clubs) to support social and emotional health of students (e.g., Girls Circle, Boys Council).	Offer school-based support opportunities (groups and/or clubs) to support social and emotional health of students (e.g., Girls Circle, Boys Council).
Encourage parent and community involvement	Encourage parent and community involvement
Maintain CTE Liaison to secure internships and job-shadowing opportunities for students.	Maintain CTE Liaison to secure internships and job-shadowing opportunities for students.

“Plan B” Expenditures:

Philomath SD understands that not all priorities may be able to be fulfilled in the 2020-2021 funded year. While the inability to fund initial priorities may be for a variety of reasons, the District believes that hiring desired staffing may be the most difficult barrier. The number of other Oregon schools with comparable goals and activities may result in a shortage of desired professionals.

The District has established the following activities to fund should initial priorities not be fulfilled. Prior to implementing “Plan B” activities, the Administrative Leadership Team will need to approve all changes. All changes will be reported to both the Philomath School District Board of Directors and the Oregon Department of Education.

2020-2021 Activities	Notes	Purpose	Category	Priority	SIA Budget
PSD Alternative School	High School component currently receiving funding from Measure 98 dollars. Expansion through SIA Funds: <ul style="list-style-type: none">• Licensed Staffing• Instructional Supplies and Materials	Academic	WRE	1, 3	\$10,000.00 Increments (Up to \$100,000.00) \$65,000.00 \$35,000.00
DESSA SEL Assessment	Devereux Student Strengths Assessment Social Emotional Learning Assessment <ul style="list-style-type: none">• Annual Fee (\$250.00)• K-8 Edition (\$3.40 per student)• High School Edition (\$2.00 per student)	Health	H&S	2	\$5,090.00 \$3,740.00 \$1,100.00
Early Learning Support	<ul style="list-style-type: none">• Two Community Engagement Meetings (\$1,000.00) (including childcare and meals)• Community Partner Coordination (\$2,000.00)• Professional Learning (Licensed) (\$1,000.00)• Instructional Materials (\$5,000.00)	Academic	WRE	1	\$2,000.00 Increments (Up to \$10,000.00)

2020-2021 Activities	Notes	Purpose	Category	Priority	SIA Budget
Increased Access to Technology	ChromeBooks and Carts \$10,000 for Cart & 30 Chromebooks	Academic	WRE	1, 3	\$10,000.00 Increments (Up to \$360,000.00)
Increased Access to Technology	Kajeet Smart Spot \$150.00 each + \$180/year data plan = \$330.00 Annual Cost	Academic	WRE	1, 3	\$1,000.00 Increments (Up to \$10,000.00)
Increased Access to Technology	Instructional Technology Coach (K-5)	Academic	WRE	1	\$32,500.00 Increments (Up to \$65,000.00)
Instructional Materials for Health Education (K-8)	<i>The Great Body Shop</i> K: \$500.00 1: \$225.00 2: \$180.00 3: \$225.00 4: \$180.00 5: \$180.00 <u>7-8: \$90.00</u> \$1,580.00 + \$7/student = \$8000.00	Health	H&S	2	\$1,000.00 Increments (Up to \$8,000.00)
Instructional Materials for Middle School Mathematics	EdGems (Philomath Middle School) Total Budget: \$41,004.30	Academic	WRE	1	\$10,000 Increments (Not to exceed total)
Therapeutic Activity Development	Student development of: <ul style="list-style-type: none"> Bicycle Maintenance Program School Garden 	Health	H&S	2	\$5,000.00 Increments (Up to \$25,000.00)

SIA Budget: (See separate attachment for complete Budget Document)

Activity Number	Strategy	Allowable Use	Activity	Budget
				\$1,307,454.26
1	4.1	WRE	After School Drama @ PES	\$ 6,000.00
2	1.1, 2.1	IIT	After-School Tutorial Support (K-12)	\$ 96,000.00
3	4.1	H&S	After-School Transportation	\$ 40,000.00
4	1.2, 2.2	IIT	AVID Implementation Continuation	\$ 50,000.00
5	4.3	H&S	Mental Health Support Staff	\$ 260,000.00
6	1.3, 2.3	IIT	English Language Development New Instructional Assistant	\$ 30,000.00
7	4.1	WRE	Eliminate Athletic Participation Fees (Grades 6-12)	\$ 90,000.00
8	4.1	WRE	Eliminate Drama Participation Fees (Grades 6-8)	\$ 8,500.00
9	3.1, 3.2	WRE	PSD Equity Team	\$ 23,000.00
10	1.3, 2.3	WRE	Increase Instructional Assistants	\$ 90,000.00
11	1.4	WRE	Literacy Intervention Materials	\$ 50,000.00
12	2.4	WRE	Mathematics Intervention Materials	\$ 50,000.00
13	3.1	WRE	Professional Learning – Instructional Materials	\$ 19,883.44
14	3.1	WRE	Professional Learning – RTii	\$ 10,000.00
15	3.1	H&S	Professional Learning – SEL	\$ 20,000.00
16	1.3	IIT	RTii LA Coach – Middle School	\$ 65,000.00
17	2.3	IIT	RTii Math Coach – Elementary & Middle School	\$ 130,000.00
18	4.2	H&S	SEL Intervention Materials	\$ 10,000.00
19	1.2, 2.2	WRE	Summer Bridge Program (5th to 6th Grade)	\$ 23,000.00
20			KVCS Activities	\$ 170,698.11
21			Administrative Indirect (5%)	\$ 65,372.71

Equity Lens:

Philomath SD created a matrix, listing all community forum recommendations against the subgroup populations, in the context of each of the SIA priorities. District staff had the opportunity to complete the matrix and provide additional feedback. The process used a “0, 1 or 2” rating, for how closely the recommendation applied and would impact each subgroup. Additionally, the Equity Committee completed the matrix and discussed in-depth how the various suggestions would impact students with special needs, experiencing foster care, homelessness and/or poverty, along with narrowing the achievement gap for various racial and ethnic groups.

The scores (total of points in each row) informed the SIA plan, goals, strategies and activities. As Philomath SD gathers more feedback from stakeholders in future gatherings, a similar process will be used.

Equity Data Gathering Template:

SIA Priority Area #1: Reduce Academic Disparities								
Intent: Reducing academic disparities, specifically for students of color; students with disabilities; emerging bilingual students; and student navigating poverty, homelessness, and/or foster care.								
Points: Yes = 2; Maybe = 1; No = 0								
Suggested Action	1	2	3	4	5	6	7	Total Points

1. Provide specific academic services/ support to narrow the achievement gap for students with special needs.
2. Provide specific academic services/ support to narrow the achievement gap for students experiencing homelessness.
3. Provide specific academic services/ support to narrow the achievement gap for students experiencing poverty.
4. Provide specific academic services/ support to narrow the achievement gap for students of various racial and ethnic groups.
5. Ensure that individual and cultural needs are met.
6. Aligns to the Continuous Improvement Plan (CIP).
7. Generates results that can be measured.

Equity Data Gathering Template (continued):

SIA Priority Area #2: Meeting Students' Behavioral and/or Mental Health Needs Intent: Promoting social-emotional learning and support systems that lead to better relationships and/or improved well-being.								
Points: Yes = 2; Maybe = 1; No = 0								
Suggested Action	1	2	3	4	5	6	7	Total Points

1. Provides a service that will extend opportunities to 'hard to reach' youth and family members.
2. Provides a service with the capacity to individualize for the unique needs of each child.
3. Provides direct mental health support that contributes to student progress.
4. Provides direct behavioral support that contributes to student progress.
5. Provide specific academic services/ support to narrow the achievement gap for students in typically underserved populations.
6. Aligns to the Continuous Improvement Plan (CIP).
7. Generates results that can be measured.

SIA Priority Area #3: Providing Equitable Access to Academic Courses Intent: Provide equitable access to academic courses across the school district with specific emphasis on access specifically for students of color; students with disabilities; emerging bilingual students; and student navigating poverty, homelessness, and/or foster care.							
Points: Yes = 2; Maybe = 1; No = 0							
Suggested Action	1	2	3	4	5	6	Total Points

1. Contributes to increased participation from students with special needs.
2. Contributes to increased participation from students experiencing poverty.
3. Contributes to increased participation from students experiencing homelessness.
4. Contributes to increased participation from students of various racial and ethnic groups.
5. Aligns to the Continuous Improvement Plan (CIP).
6. Generates results that can be measured.

SIA Priority Area #4: Allows Teachers and Staff Additional Opportunities to Collaborate, Review Data, and Strategize Intent: Collaborative professional learning informed by student outcomes					
Points: Yes = 2; Maybe = 1; No = 0					
Suggested Action	1	2	3	4	Total Points

1. Promotes collaborative analysis of student data by teaching teams.
2. Promotes ongoing growth for teachers.
3. Aligns to the CIP.
4. Generates results that can be measured.

Equity Data Gathering Template (continued):

SIA Priority Area #5: Establishing and Strengthening Partnerships							
Intent: Strengthen multiple pathways and feedback loops that promote effective communication and genuine partnerships among all stakeholder groups.							
Points: Yes = 2; Maybe = 1; No = 0							
Suggested Action	1	2	3	4	5	6	Total Points

1. Increases communication between the district and stakeholders (parents, community, staff, students).
2. Increases stakeholder participation in district-sponsored activities.
3. Taps into community resources.
4. Increases student attendance.
5. Aligns to the Continuous Improvement Plan (CIP).
6. Generates results that can be measured.

Proposed Longitudinal Growth Targets:

3rd Grade Reading (ELA):

District	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Baseline Targets	N/A	48.6%	50.1%	51.6%	53.1%
Stretch Targets	N/A	49.1%	51.1%	53.1%	55.1%
Gap Closing Targets	N/A	28.3%	31.3%	34.5%	37.7%

*N/A based on no Oregon Statewide Assessment in 2019-2020 school year.

9th Grade On-Track:

District	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Baseline Targets	91.9%	92.2%	92.4%	92.7%	93.2%
Stretch Targets	92.4%	93.4%	94.4%	95.4%	96.4%
Gap Closing Targets	85.3%	86.3%	88.3%	90.3%	92.3%

Four-Year Graduation Rate:

District	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Baseline Targets	90.3%	90.55%	90.8%	91.05%	91.3%
Stretch Targets	90.8%	91.8%	92.8%	93.8%	94.8%
Gap Closing Targets	68.9%	70.9%	72.9%	74.9%	76.9%

Five-Year High School Completion Rate:

District	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Baseline Targets	94.4%	94.7%	94.9%	95.2%	95.4%
Stretch Targets	94.9%	95.65%	96.4%	97.15%	97.9%
Gap Closing Targets	53.5%	55.5%	57.5%	59.5%	61.5%

Regular Attenders:

District	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Baseline Targets	81.6%	82.1%	82.6%	83.1%	83.6%
Stretch Targets	82.0%	82.75%	83.5%	84.25%	85.0%
Gap Closing Targets	70.7%	71.7%	72.7%	73.9%	75.1%

Part 6: Use of Funds

Allowable Uses:

Which of the following allowable use categories is your plan designed to fund within?

- ✓ Increasing Instructional Time
- ✓ Addressing Students' Health and Safety Needs
Evidence-Based Strategies for Reducing Class Size and Caseloads
- ✓ Expanding Availability of Student Participation in Well-Rounded Learning Experiences

Meeting Students Mental and Behavioral Health Needs:

- ✓ Increasing Instructional Time
- ✓ Addressing Students' Health and Safety Needs
Evidence-Based Strategies for Reducing Class Size and Caseloads
- ✓ Expanding Availability of Student Participation in Well-Rounded Learning Experiences

Describe how you will use SIA funds to:

- Meet students' mental and health needs:
Funding will be used to provide after-school and summer programs, allowing students opportunity for additional time with caring adults. Philomath SD, as staffing is available, will also spend \$260,000 for mental health support staff. The new hires will address students' mental and health needs at all grade levels and schools. Additionally, funding will be used to eliminate athletic participation fees. This will allow more students opportunity to participate in after-school activities, providing connection to staff and on-going character development.
- Increase academic achievement and reduce academic disparities for the focal student groups called out in the law:
Funding will be used to provide after-school tutorial support, a need called out in the student focus groups and the community forum. Additional learning time will also be provided, with transportation. The additional time, through after-school and summer programs, will give students opportunity to learn key knowledge and skills required for the next grade level. Summer programs will also provide support for transition years, as students move from one school to the next. For secondary students, AVID implementation will continue with professional development and academic tutors. Philomath SD will also provide support for English Learners with an additional instructional assistant.

Addressing the Needs and Impact on Focal Student Groups:

The act supports “targeted universalism”. This means that all students can benefit while focus can be given to target or focal student groups.

“Focal Groups” are:

- ✓ Students of Color;
- ✓ Students with Disabilities;
- ✓ Students who are Emerging Bilinguals; or
- ✓ Students navigating poverty, experiencing homelessness, or in foster care.

Describe the potential academic impact for all students and the focal student groups based on your plan to use funds.

The SIA funds, designated primarily to provide academic support through additional staffing and learning time will impact the academic outcomes for all students. This will enable Philomath SD to meet the academic growth targets, evidenced by improved district and state assessment scores. The additional learning time will provide the focal student groups the ability to participate in after-school tutoring and summer programs by providing much needed transportation.

Funding designated to support students’ mental and health needs will also impact academic outcomes. We are anticipating that with the additional mental health staffing, eliminating of after-school participation fees and adding summer and after-school programs students will have better attendance, increased ability to learn and will be more involved in school activities.

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you’ve drafted or otherwise experience the supports or changes you hope your plan causes?

During the process of SIA plan development, we have attempted to anticipate the barriers and risks to our many activities. The strongest one to date is the lack of available high-quality mental health support staff. With so many districts across the state hiring for mental health, Philomath SD will find it very challenging to fill the positions. Additionally, any staffing position funded through SIA could be difficult to fill. Rural districts often struggle to recruit and maintain a highly qualified staff, and implementation of the SIA plan is no different.

Part 7: Evidence of School Board Approval

The Philomath School District Board of Directors hosted a Work Session, open to the public, on Monday, March 9, 2020. Agenda and meeting information are attached.

The Kings Valley Charter School Board approved the Public Charter School agreement at their meeting, open to the public, on Wednesday, March 11, 2020.

The Philomath School District Board of Directors approved both the SIA Plan and the Public Charter School Agreement at their March monthly meeting, held on Monday, March 30, 2020. Meeting agenda and minutes are attached to document proof of approval.

Philomath School District 17J

Benton County School District No. 17J, 1620 Applegate Street Philomath OR 97370 (541) 929-3169

Board of Directors

Work Session

March 9, 2020

Student Investment Account of the Oregon Student Success Act Agenda

- 1) Define the Acronyms
 - a) CIP (Continuous Improvement Plan)
 - b) SSA (Student Success Act)
 - c) SIA (Student Investment Account)
- 2) What Will SIA Bring to Philomath?
- 3) Plan Requirements
- 4) Community Engagement and Needs Assessment
- 5) Proposed Plan Priorities
- 6) Questions/ Comments from School Board and Community
- 7) Next Steps for Approval and Submission
- 8) Team Thanks
 - a) Buzz Brazeau, PSD Superintendent
 - b) Jamon Ellingson, KVCS Director
 - c) Nancy Griffith, LBL Strategic Partnerships Program Administrator
 - d) Bill Mancuso, PSD Business Manager
 - e) Krista McGuyer, PSD Special Programs Director
 - f) Christine Moses, Buffalo Cloud Consulting
 - g) Dennee Newton, PSD AVID Director
 - h) Rob Singleton, Technology Director
 - i) Dorie Vickery, Independent Contractor
 - j) PSD Administrative Team

**SCHOOL BOARD MEETING
PHILOMATH SCHOOL DISTRICT 17J
REGULAR SESSION
March 30, 2020
MINUTES**

B. REGULAR SESSION

1. **Call to Order:** The Regular Session of the Philomath School District Board of Directors was called to order by Board Chair, Jim Kildea, March 30, 2020 at 7:15 p.m., via Zoom virtual meeting. Those in attendance included Board members Greg Gerding, Anton Grube, Karen Skinkis, Shelley Niemann, Jim Kildea; Superintendent Buzz Brazeau; Administrators Susan Halliday, Krista McGuyer, Mike Bussard, Abby Couture, Mike McDonough, Steve Bell; Director of Finance Bill Mancuso and Secretary Lillian Edmonds. The meeting convened with Jim Kildea leading the Pledge of Allegiance.

C. REPORTS & CORRESPONDENCE

1. **Public Meeting comments:** Director Kildea requested that questions be emailed to Superintendent Brazeau. The Superintendent noted that Oregon Department of Education will be changing directions and providing guidance to school districts and this will be announced tonight and/or tomorrow. Graduation will be addressed by ODE in the next week to ten days. After the 2:00 pm ODE superintendent's meeting tomorrow, he will post this message to the district website and to School Messenger.

D. STRATEGY AND DISCUSSION

1. **Declaration of April Staff Appreciation Month:** Instead of recognizing licensed and classified separately, this proclamation would recognize both groups in the month of April. Buzz read the proclamation. Board was unanimous in support of the proclamation and making April the month for Staff Appreciation.
2. **ALT School Proposal:** Dan Johnson, in 2006, started the night school GED program in conjunction with LBCC. The district, in 2008, moved away from LBCC and created the Alternative Education Academy. It has evolved to a K-12 program. Dan visited four ALT programs in other districts. The request is for the district to transition from a program to a school. The philosophy is to meet the needs of students. There are currently 73 students (K-12), full or part-time, attending per day. The library at PHS could be remodeled to house this school until another location is available. Discussions are happening around how students would be placed, growth, sharing of facilities, and credit recovery. The ALT school would require some additional staff: K-5 teacher, 6-12 teacher, IAs. Enrollment would drive staffing. Revenue could come from students returning to the district who are currently attending online schools, homeschool, etc. Director Niemann asked about students sharing between ALT and regular classes. Dan answered that students might be shared between ALT and regular education. She also asked about hiring a principal for the school. Superintendent Brazeau said that Dan is serving in that position at the current time. Director Kildea asked about objectives for the school and how this fits into the overall plan for the district. Dan noted that the goal is to meet the needs of students. This school would have options for those students who need to

- learn in a different way and it would be focused on student success. Jim asked about how we proceed with setting this up. Dan shared that the district/board had already created a pathway in 2008 to move forward. The application would need a signature and minutes showing board approval. Director Gerding asked about how soon we would need to have another location. Dan replied that it could be in 2-3 years. Creative scheduling and/or modular buildings could be options. Superintendent Brazeau suggested putting together a committee consisting of administrators, a board member, superintendent, etc. Karen volunteered and the group will present a plan to the board in the April board meeting.
3. **COVID Update:** Buzz noted that decisions for school districts is coming from ODE. Up to this point districts were directed to provide supplemental resources for parents and students. These materials were not to be graded. This week the district has started contacting families. ODE has not given districts the framework yet for graduation, this will be coming. Graduation ceremony: we are looking at options for holding the ceremony and/or streaming it. Many options are being reviewed and hopefully it will be held as currently planned. Mike Bussard shared that AP testing will be online and moved to late May. PHS teachers are providing students with supplemental materials for AP study. If the direction is to move to online learning, Buzz has been in touch with other districts about piggy backing on their online programs. Forecasting for PHS is set up to do online.
 4. **SIA Final Plan Submission:** Susan Halliday and Dorie Vickery presented. The SSA may not be funded this next year due to the present circumstances and lack of income for businesses in Oregon. Susan noted that the SIA will be completed and submitted on time to do our due diligence. She shared the updates that were added in the March 30th version of the document. With school board approval, the next step is to submit the plan to the state for review. Director Gerding made a motion for approval of the Student Investment Account of the Student Success Act for the Philomath School district and approval of the Charter Agreement with KVCS regarding proposed expenditures and activities related to the Student Investment Account of the SSA with the Philomath School District. Director Niemann seconded the motion. Motion passed: 5-0
 5. **Technology Annual Report:** Rob Singleton had a PowerPoint for Instructional Technology. Working towards 1:1 classroom Chrome books. Digital Literacy is another goal. Where the district is now: Central Data center is upgraded, installed new phone system, computers are on a 5 year replacement, main data closet upgrades at all schools, PMS class data closet upgrades, digital citizenship curriculum grades K-12, CTE expansion at PMS, Digital literacy Fridays at PES, embedded support at BES. Things to do: Chromebook carts in every classroom by 2021. Data closets to be upgraded. Professional learning is critical. Classroom Technology: Move to interactive projectors and SMARTNotebook software, Wireless projection of teacher and student devices, evaluate document cameras. Jennifer Kessel and Cindy Hall-Bogard shared about the Digital Literacy program at Blodgett Elementary. They have worked on Google resources and materials with Cindy's classroom. This has worked well with Jennifer having the skills, Cindy having the content and students coming out with the product.
 6. **Mid Columbia Bus MOU Potential** – The contractual agreement with Mid Columbia Bus does not provide for payment to them when they are not providing services. MidCo reached out to keep funding in place. Business managers around the state have been working together to come up with an MOU with a consistent message. Bill asked for the board's input on creating an MOU to provide funding that would at least pay bus driver salaries. Director

Gerding would like to see us use the buses to deliver meals and/or supplemental supplies. Director Grube thanked Bill for working with other districts to have consistent messaging.

7. **Director of Finance Report:** Enrollment and finances have been consistent, but March could be another story. We have scaled back services that are not needed right now. Doing the budget is very challenging in this situation.
8. **Superintendent Report:** There was a 9:00 pm update from ODE. Key statement: As we continue effective measures of Kate Brown's orders, we may not come back to school this year. This calls for providing distance learning for all. The Superintendent report is in the packet for review.

E. ACTION ITEMS

1. Consent Agenda

- a. February Check Listing
- b. Minutes of February 24, 2020 Regular board meeting
- c. Minutes of March 9, 2020 Special Session
- d. Personnel Issues:
 - I. New Hire/Transfers/Change of FTE
 - i. PHS Forestry Instructional Assistant Jenifer Logsdon
 - II. Resignation/Retirement:
 - i. PMS Administrative Assistant Jean Chiappisi
 - III. Extra Duty & Coaches
 - i. PHS Softball Asst Coach (.50 of FTE stipend) Adrienne Engle
 - ii. PHS Bridge Coordinator Steve Bennett
 - iii. PHS CTE Coordinator Jessica Motter
 - IV. Travel and Out-of-State Trips:
 - i. AVID travel to San Diego CA, June 21-24, 2020. Approximately 15 staff will attend.
 - V. Resolution 1920-05 – Transferring appropriations between funds.

Director Gerding made a motion to approve the consent agenda. It was seconded by Director Niemann. Motion passed: 5-0

F. MEETING CLOSURE

1. Board Reports and Thanks: Director Niemann thanked Buzz for answering questions directly for parents Thank you to parents for their patience and understanding. Director Skinkis, thanked Buzz for handling things. Thanks to Susan for the SIA. Director Gerding thanked the superintendent, staff , teachers and leadership team. Kudos to Susan and Dorie for SIA. Director Grube echoed appreciation for Buzz, administrators, teachers, and staff. Also to Dorie and Susan. Appreciation for people involved in PMS play, sports teams, BOB, etc. Director Kildea agreed with previous comments. Appreciation for staff. Buzz thanked the board for their leadership.
2. Next meeting agenda items: ALT plan presentation
3. Adjournment: 9:36 p.m.

Part 8: Kings Valley Charter School Plan

Do you sponsor a public charter school?

☒ Yes

☐ No

The Philomath School District provides the sponsorship for Kings Valley Charter School. The current enrollment at the K-12 school includes 206 students. Sixty-nine students (33.50%) are residents of the Philomath School District. The remaining 66.50% of students are resident students other districts in the geographic vicinity.

Did you invite your public charter school to participate in the planning and development of your SIA plan?

☒ Yes

☐ No

Kings Valley Charter School also participated with the Philomath School District on the recently submit Continuous Improvement Plan (CIP). Established goals were jointly supported by the Philomath School Board of Directors and the Kings Valley Charter School Board of Directors.

Did any public charter school you invited to participate in your SIA plan decline to participate?

☐ Yes

☒ No

Describe the process you took to collaborate with the public charter school in your community engagement efforts.

The Philomath School District and Kings Valley Charter School (KVCS) have a long-standing positive relationship, with a history of collaborating to better serve students and families. In designing the SIA application, student data was reviewed along with both the jointly-developed CIP. Goals, strategies and activities were then designed, along with the budget.

Additionally, responses to community surveys, both from Philomath SD and KVCS, were reviewed and analyzed to inform and prioritize the strategies and activities. Work sessions, 2-3 hours at a time, allowed for district and charter school leadership to develop the application, discuss the timeline, complete the SIA charter school agreement form, and prepare for the school board presentation and approval.

Charter School Grant Agreement:

Applicant Assurances:

By checking the boxes below, the school district or charter school approves:

PSD	KVCS	Assurance
X	X	Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.
X	X	Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).
X	X	Disaggregated data by focal student group was examined during the SIA planning process.
X	X	The recommendations from the Quality Education Commission (QEC) were reviewed and considered.
X	X	The district's SIA plan is aligned to its CIP.
X	X	Agreement to provide requested reports and information to the Oregon Department of Education.

Student Investment Account of the Oregon Student Success Act Agreement with Public Charter School

SECTION 1: AUTHORITY

Pursuant to the “Student Success Act”, codified at 2019 Oregon Laws Chapter 122 and as amended from time to time (the “Act”). **Philomath School District** (the “District”) is authorized to distribute funding from District’s allocation of the Student Investment Account as described in Section 10, subsection 4 of the Act.

SECTION 2: PURPOSE

The purpose of the programs under which this Grant is issued is to provide **Kings Valley Charter School** (the “Grantee”) funding to meet students’ mental or behavioral health needs and increase academic achievement for students, including reducing academic disparities for students that are economically disadvantaged; from racial or ethnic groups that have historically experienced academic disparities; with disabilities; who are English language learners; who are foster children; who are homeless; and any others as determined by the State Board of Education.

SECTION 3: EFFECTIVE DATE AND DURATION

This Grant shall be effective and have a Grant funding start date that is the same as the District’s effective date with the Oregon Department of Education (the “Department”), and, unless terminated earlier in accordance with its terms, shall expire on the same date as the District’s agreement with ODE.

SECTION 4: GRANT MANAGERS

4.1 District’s Grant Manager is:

Bill Mancuso
1620 Applegate St
Philomath, OR 97370
541-929-3169
bill.mancuso@philomath.k12.or.us

4.2 Grantee’s Grant Manager is:

Jamon Ellingson
38840 Kings Valley Hwy
Philomath, OR 97370
541-929-2134
jellingson@kvschool.org

- 4.3 A Party may designate a new Grant Manager by written notice to the other Party.

SECTION 5: PROJECT ACTIVITIES

- 5.1 Grantee shall provide the project activities, including balanced budget, to the District prior to April 1, 2020. The District will work collaboratively with the Grantee to identify appropriate projects and outcome measures that align with the district's priorities for the Student Investment Account. Approved projects and outcome measures are added to this agreement as Appendix A.

SECTION 6: GRANT FUNDS AND EXCHANGE OF SERVICES

- 6.1 **Grantee Allocation.** In accordance with the terms and conditions of this Grant, the District shall provide Grantee 95% of the SIA Allocation amount generated by the ADMw attributed to the Grantee and published by ODE in the quarterly SIA Allocations report. The Grantee shall not set aside any indirect costs from their allocation.
- 6.2 **Services provided by the District.** If the Grantee elects to hire new staff as employees of the District, the District will make services from Human Resources available to Grantee as related to hiring and payroll if services are a required part of the approved SIA application. The Grantee is responsible for any and all purchases and providing necessary documentation unless otherwise specified in the SIA application.

SECTION 7: DISBURSEMENT GENERALLY

7.1 Disbursement.

- 7.1.1 District shall disburse Grant Funds within ten (10) business days of District receiving the SIA allocation from ODE.
- 7.1.2 All expenses must adhere strictly to ODE guidance and rules adopted by the State Board of Education regarding the allowable uses of SIA grant funds.

- 7.2 **Recovery of Grant Funds.** Any Grant Funds disbursed to Grantee under this Grant that are expended in violation or contravention of one or more of the provisions of this Grant ("Misexpended Funds") or that remain unexpended on the earlier of termination or expiration of this Grant ("Unexpended Funds") must be returned to District. Grantee shall return all Misexpended Funds and Unexpended Funds to District promptly after District's written demand but in any event no later than 30 days after the District's written demand.

SECTION 8: PERFORMANCE TARGETS

- 8.1 Grantee will identify longitudinal performance growth targets (the "Targets") in accordance to the guidance published by the Department. Targets will be included with the Grantee's

Project List as submitted in Appendix A and identified for each year of the Performance Period. The District shall work collaboratively with the Grantee to identify and communicate Performance Targets. Initial performance targets align with the district wide longitudinal targets and will reviewed following the first year of program implementation.

- 8.2 Grantee will report to District each year on its progress toward meeting Targets in the Grantee's annual report as per ORS 338.095 or as mutually agreed upon by both Parties.

SECTION 9: RECOVERY OF OVERPAYMENTS

If payments to Grantee under this Grant, or any other agreement between District and Grantee, exceed the amount to which Grantee is entitled, District may, after notifying Grantee in writing, withhold from payments due Grantee under this Grant, such amounts, over such periods of times, as are necessary to recover the amount of the overpayment.

SECTION 10: GRANT DOCUMENTS

This Grant consists of the following documents, which are listed in descending order of precedence: this Grant less all exhibit Appendix A (the "Project").

SECTION 11: SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Grant as of the dates set forth below.

Philomath School District

By: _____
School District Representative Date

Printed Name, Title

Kings Valley Charter School

By: _____
Charter School Representative Date

EXHIBIT A

THE PROJECT

SECTION I – CHARTER SCHOOL SIA PLAN

The Grantee will develop a three-year (3 year) plan to implement grant activities aligned to the purpose and allowed uses of funds. The three-year plan must include a budget, strategies, activities, and longitudinal performance growth targets. See section 3.

SECTION II – DISTRICT APPROVAL

The Project must include a budget and a description of activities for the Performance Period of the Grant. Budget will be based on SIA Allocation/Disbursement Reports published by the Department. Grantee will submit the Project to District at before the District's SIA application is scheduled to be approved by the District school board and shall be included with the District's SIA application to the Department.

The District will review and approve the Grantee's Project within fifteen (15) days of receipt. If the District determines Grantee budget does not align to the allowed uses of Funds according to Section 10, subparagraph 4 of the Act, District may provide detailed written notice to the Grantee and require Grantee revise Project within fifteen (15) days.

District school board approval does not necessarily mean endorsement or agreement with the Grantee's Project.

SECTION III – BUDGET AND ACTIVITIES

The Grantee shall develop a budget for the Project aligned to the allowed uses in Section 9, subparagraph 3 of the Act. Grantee will identify at least one strategy and supporting activities with appropriate budget.

Strategy #1: Support for Students' Mental and Behavioral Health Needs

Theory of Action (Outcome #1)

If we provide students and teachers with additional socio-emotional and behavioral health supports, and if we provide students access to universal socio-emotional learning curriculum, and if we increase access and dedicated space for mental health professionals in schools, then students will be able to maintain strong positive relationships and their sense of belonging will increase.

Measures of Evidence for Strategy #1

1. Student data from happiness survey to determine social emotional and mental health needs.
2. Social emotional learning curriculum is purchased and implemented.
3. Social emotional screening and monitoring tools purchased and successfully implemented.
4. Staff positions are hired, trained, and providing services to students.
5. Contracts with external agencies are approved and services are implemented.

Activity 1.1

Behavior Specialist A behavior specialist will be added at 0.75 FTE provide time for behavior supports and coaching in classrooms across the school. This specialist will work closely with building a Multi-Tiered Systems of Support (MTSS) team to provide specific skills training aligned with intervention programs and reinforce Positive Behavioral Interventions and Support (PBIS) structures.

Activity 1.2

Dean of Students This position will support the implementation of tiered systems of support for students and will also work closely with socio-emotional learning and behavioral support staff in the school to build and monitor effective systems for student safety and health.

Activity 1.3

Instructional aide to support middle school and elementary grades: Classified staff will be hired to help our teachers support all students and to facilitate delivery of social emotional curriculum to students

Activity 1.4

Behavior Assistant A behavior assistant to be added to the student support room(zones of regulation space) to schedule and assist with student regulation, sensory needs and to support the school counselor and behavior specialist when needed.

Activity 1.5

Zones of Regulation Space. With highly trained classified staff to supervise a newly designed zones of regulation space. This space provides a respite for students with anxiety, trauma, or counseling needs. The zones of regulation space (aka safety space) remain accessible to students before and during the regular school day and can be accessed voluntarily or by referral from an adult at school.

Activity 1.6

Mental Health Community Partnerships Contract: Establish contracts with multiple, local organizations focusing on student mental health and behavioral needs. Consider the expansion of contracts with Benton County Health, Polk County Behavioral Health, Trillium, Jackson Street Youth Shelter, Strengthening Rural Families, and others.

Activity 1.7

Social Emotional Learning Curriculum and tools: Purchase of behavior management and tracking tools to address progress monitoring needs. This will help to match interventions to the related behavior needs, identify trends and provide focus for the social emotional learning goals.

Activity 1.8

Coordinator for Social Emotional Learning: This coordinator will oversee socio-emotional learning provided in core instruction and will supervise the implementation of curriculum.

Strategy #2: Provide support to increase 3rd grade reading ability

A focus on Pre-K - 3rd grade reading recognizes the importance of literacy within 4 years of a student's educational experience.

Theory of Action (Outcome #2):

If we provide professional development Pre-K-3 teachers in reading, and if we provide research-based curriculum for all students with targeted interventions for struggling readers, then students will learn foundational reading skills and student literacy levels will improve.

Measures of Evidence for Strategy #2

1. Disaggregated easyCBM benchmark data in reading for grades PreK-1.
2. Purchase and implementation of evidence-based reading materials, intervention resources and align strategies for all grades pre-K – 5th grade

Activity 2.1

Instructional Aide This position will give additional support to elementary classrooms and improve teaching effectiveness and classroom management.

Activity 2.2

Elementary Behavior Specialists: A behavior specialist will be added at .75 fte provide time for behavior supports and coaching in classrooms across the school. This specialist will work closely with building a Multi-Tiered Systems of Support (MTSS) team to provide specific skills training aligned with intervention programs and reinforce Positive Behavioral Interventions and Support (PBIS) structures.

Activity 2.3

District Licensed Elementary Literacy Coaches: A district literacy coach will support reading instruction for teachers at KVCS. This coach will provide professional development,

model evidence-based instructional practices, and help to establish data driven decision-making

Activity 2.4

Professional Development: Professional development will be provided for PreK-3 teachers and will include foundational reading skills instruction, and training in new literacy program and language acquisition strategies.

Activity 2.5

Dean of Students: A Dean of Students will be hired to coach and support elementary teachers with professional development, data analysis, data-based decision making, processes and provide additional support and communication to parents for students that struggle. This position will also support the implementation of tiered systems of support for students and will also work closely with socio-emotional learning and behavioral support staff in the school to build and monitor effective systems for student safety and health.

Strategy #3: 9th Grade On-Track

Theory of Action

If we provide an additional math teacher for an Algebra class and reduce class sizes more students will earn one math credit in 9th grade and be on track to graduate in four years.

Measures of Evidence for Strategy #3

1. Disaggregated grade data for Algebra 1 courses
2. Disaggregated grade data for freshmen in all content areas
3. Percentage of 9th graders on track for the district, by school, by subgroup
4. Data from Employability scores, which includes attendance and behavior data

Activity 3.1

High School Licensed Math Teacher: An additional math teacher will be added, thereby reducing the student-to-teacher ratio and provide additional math courses including remediation class.

Activity 3.2

Dean of Students: A Dean of Students will be hired to coach and support high school teachers with professional development, data analysis, data-based decision making, processes and provide additional support and communication to parents for students that struggle.

Activity 3.3

Implementation of Employability scores With the addition of the employability scores we expect to see an increase in student awareness of key factors associated with student success.

#4: Middle School Math and Literacy

Theory of Action (Outcome #4)

If we increase teachers and reduce class sizes for middle and high school, with professional development and coaching, then student math proficiency and literacy will improve.

Measures of Evidence for Strategy #4

1. Disaggregated grade data for students in grades 6, 7, 8 in all ELA and mathematics
2. implementation of diagnostic math assessment for middle school
3. Implementation of math curriculum for grades 6, 7, 8
4. Research writing program for Middle school

Activity 4.1

Grade/cohort Structure Adjustment: Implementation of separate grades for middle school will reduce class sizes and allow for targeted grade level instruction. Specifically, removal of blended classroom to individual cohort groupings.

Activity 4.2

Middle School Math Teacher: An additional math teacher will be added to support current math program. This teacher may be used as co-teachers or as an additional teacher, thereby reducing the student-to-teacher ratio and providing targeted instruction.

Activity 4.3

Middle School Math Professional Development: Training and coaching to learn to use iReady diagnostic tools and continued support for the Ready Math and Big Ideas program.

Activity 4.4

Dean of Students This position will support the implementation of tiered systems of support for students and will also work closely with socio-emotional learning and behavioral support staff in the school to build and monitor effective systems for student safety and health.

Activity 4.5

Instructional Aide This position will give additional support to middle school classrooms and improve teaching effectiveness and classroom management.

SIA Budget for all KVCS Activities

TOTAL						\$146,000
2020-2021 Activities	Who	When	Notes	*Purpose/ Category	Priority	Budget
Behavior Specialist	Director	Ongoing	0.75 FTE	1,2,3,4		\$40,000.00 (SIA Funds)
Dean of Students	Director	Ongoing	1.0 FTE	1,2,3,4	1	\$70,000.00 (SIA Funds)
Behavior Assistant	Director	Ongoing	.75 FTE	1,2,3,4	1	\$20,000.00 (SIA Funds)
Social Emotional Learning Coordinator	Director	Ongoing	.25 FTE	1,2,3,4	1	\$10,000 (SIA Funds)
Behavior management curriculum and tools	Director	August 2020		1,2	1	\$6,000 (SIA Funds)
Mental Health Community Partnerships Contract	Director	January 2021		5	1	General Fund
TOTAL						\$146,000

Categories 1-reducing academic disparities,2-meeting mental and behavioral health needs,3- providing access to academic courses,4-allowing collaboration,5-partnerships

“Plan B” Expenditures:

The Kings Valley Charter School understands that not all priorities may be able to be fulfilled in the 2020-2021 funded year. While the inability to fund initial priorities may be for a variety of reasons, along with the district KVCS believes that hiring desired staffing may be the most difficult barrier. The number of other Oregon schools with comparable goals and activities may result in a shortage of desired professionals.

KVCS established the following activities to fund should initial priorities not be fulfilled. Prior to implementing “Plan B” activities, the Administrative Leadership Team will need to approve all changes. All changes will be reported to both the Kings Valley Charter School Board of Directors, the district superintendent and the Oregon Department of Education.

2020-2021 Activities	Notes	*Purpose/ Category	Priority	Budget
Equipment and materials for after school program,electives, p.e. and music and gardening		1,2	2	\$20,000
Staffing for after school programs and electives		1,2	2	\$20,000
Chromebooks and Carts		1,	2	\$20,000
Internet Connectivity – Access to technology		1.		\$5000
Curriculum – Afterschool programs and electives		1,2	2	10,000
SPED Teacher .5 Fte	In collaboration with the district	1,2	2	20,000
Transportation for after school programs and activities		1,2	2	10.000
TOTAL				\$135,000

Categories 1-reducing academic disparities,2-meeting mental and behavioral health needs,3- providing access to academic courses,4-allowing collaboration,5-partnerships

SECTION IV – UPDATES AND REVISIONS

If there are changes to the Grantee Project, the Grantee shall submit an updated or revised Project with budget to District at least thirty (30) days prior to the Department's next disbursement of SIA Funds to the District. The District may review the Project to ensure alignment to the allowed uses in Section 9, subparagraph 3 of the Act.

SECTION V – ACCOUNTABILITY

The Grantee shall make progress towards meeting or exceeding the longitudinal performance growth targets stated in the district SIA plan. These targets will be reported annually in the Charter School Annual Report. Quarterly reports will be provided upon request and submitted to the Superintendent for review and discussion.

SECTION VI – FINANCIAL REPORTING

The Grantee shall report all expenses paid with Grant Funds to District within 180 days of disbursement. The report shall include accounting and evidence of alignment to the allowed uses in Section 9, subparagraph 3 of the Act. At the District's request, the Grantee shall provide District expense report within fifteen (15) days at any time during the Performance Period.

Reporting and Monitoring Activities	District or Charter School	Frequency or Specific Date
Expense report to district	To District	Every 6 months, beginning 2//1/2021
Longitudinal Performance Growth Targets	To District	Annual report – update February Annually
Progress Monitoring reports	KVCS/ Superintendent	Quarterly

